

UNIVERSITY OF GHANA BUSINESS SCHOOL

**THE INFLUENCE OF TRAINING AND DEVELOPMENT ON
EMPLOYEE PERFORMANCE: A CASE STUDY OF COCOA
RESEARCH INSTITUTE OF GHANA (CRIG)**



BY

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PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER OF PUBLIC ADMINISTRATION DEGREE**

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DECLARATION

I do hereby declare that this long essay is the result of my own original research and has not been presented by anyone for any academic award in this or any other University. All references used in the work have been duly acknowledged.

I bear sole responsibility for any shortcomings in this document.

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DATE

CERTIFICATION

I hereby certify that this long essay was supervised in accordance with procedures laid down by the University.

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DR. KWAME ASAMOAH

(SUPERVISOR)

.....

DATE

DEDICATION

This Long Essay is dedicated to my husband, Dr. Kwasi Asare, and children Kwaku Danso Asare, Kwaku Adutwum Asare and Nana Adwoa Baah Asare who have been a constant source of support and encouragement during the challenges of graduate school and life. I am truly thankful for having you in my life.

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LIST OF ACRONYMS

CRIG	Cocoa Research Institute of Ghana
FGD	Focus Group Discussion
KSA	Knowledge, Skills and Abilities
NPM	New Public Management
T&D	Training & Development

ABSTRACT

This study investigates the influences of training and development on employee performance at the Cocoa Research Institute of Ghana (CRIG). It comes in the context of the increasing recognition of training and development as an important means of nurturing quality human resource for employee performance in organizations. Situated within the qualitative research paradigm, the study employed the case study approach to detail the training arrangements, and processes at CRIG and how they influence the overall performance of employees towards the achievement of organizational goals. Primary data was sourced through in-depth interviews and focus group discussions, with respondents purposively selected from the study population. The study revealed that there is an appreciable level of recognition of the importance of training and development for the performance of employees and therefore some organizational commitment by the CRIG towards T&D. T&D was found to influence the performance of CRIG employees in terms of enhanced skills and knowledge on the job, self-confidence and job satisfaction. The study also found inadequacy of financial resources, non-involvement of workers in designing and planning programs as some of the main challenges inhibiting effectiveness of training programs at CRIG. Against this background, the study recommends proper training needs assessment to be conducted in CRIG. In addition, planning and design of training and development programs must involve workers and line supervisors.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The importance of employee performance for the realization of organizational goals has long been recognized by both public administration and human resource scholars and practitioners (Yahya & Tan, 2015). With the advent of the New Public Management (NPM) however, more impetus has been given to the need to maximize the performance of employees, particularly in the public sector, which is generally known to be characterized by low productivity and poor performance (Farazmand, 2004; Dan & Pollitt, 2015). But getting employees to perform at optimum levels do not come per chance; it is consciously engineered through specific strategies, with training and development occupying center stage (Kimani, 2017; Mathis & Jackson, 2010).

Several studies on organizational productivity (Bhat & Rainayee 2017; Hammond & Churchill, 2018; Mathis & Jackson, 2010) have found T&D to be an important strategy by which employees are equipped with the necessary knowledge and skills to take on new responsibilities, adapt to changing conditions and perform their jobs effectively. Dhar (2015), captures the importance of training on employees and organizations in general when he notes that training “helps to improve quality, customer satisfaction, productivity, morale, management succession, business development and profitability” (pg. 13). In this regard, development of human resource through training is vital to enhance employee and overall organizational performance (Armstrong, 2000; Mathis & Jackson 2009). According to Karikari & Boateng (2015), T&D helps to sharpen employee knowledge, skills and abilities (KSAs) for better performance.

Viewed this way, staff T&D is based on the premise that employees knowledge and skills need to be improved so they can contribute effectively towards the achievement of organizational goals. This view is reinforced by Bhat & Rainayee (2017), who opine that organizations need training programs to update and improve employees' knowledge, skills and abilities (KSA) demanded by the job to perform effectively on their job. These go to show that training is also known to improve staff productivity and widens their career choices and opportunities.

Given the importance of T&D to employees, it becomes imperative to train and develop the human resources of the organization to meet both—the organizational goals as well as individual objectives. Bratton & Gold (2017), indicate that one way of looking at training is to visualize it as a subsystem that acquaints employees with the material and the technology since growth and change are inherent in an organization. In contemporary times, when competition between organizations have become more intense as a result of globalization, T&D of employees is even more pertinent to enable them keep up with the pace of advancement in technology as well as other scientific and social developments (Farazmand 2004; Hammond & Churchill, 2018).

1.1 Statement of the Problem

While training is generally acknowledged to be crucial for employees to develop their knowledge, skills and attitudes, there are several challenges that tend to hinder their realization in organizations (Konings et al., 2009). Flynn et al. (2015), indicate that T&D strategies are sometimes not tailored to fit specific needs of employees, and therefore become irrelevant to them. They suggest that, for training to be effective, it needs to follow a systematic plan and be correctly implemented following all the steps of the process:

previous analysis of training needs, development and implementation of an adequate training plan and evaluation. Other scholars have also found the lack of training expertise and support from management as other challenges.

In developing countries like Ghana, the inefficiencies and ineffectiveness characterizing public sector organizations has been linked with inadequate training and development (Karikari & Boateng, 2015; Ohemeng & Ayee, 2016). Beyond this, managers have been found to relinquish training largely due to its associated costs. Singh & Mohanty (2012, pg. 88) observe that “although managers generally accept training as an important means to improve employee productivity leading to organizational productivity and effectiveness, they usually face this challenge with cost control including training practices expenditure. Therefore, in most companies, there is hardly any training evaluation and even when it is done, it tends to be casual with no impact on performance or productivity in the end (Singh & Mohanty, 2012).

Also, a look at the literature on T&D in Ghana reveals that scholars have tended to focus on mainstream public sector institutions particularly government ministries (Agyeman & Ofei 2013; Brown, 2017). So far, not much work has been done to examine the impact of T&D in other departments and research institutions like Cocoa Research Institute of Ghana (CRIG). This study therefore investigates the T&D processes at CRIG to assess how they influence employee performance. As an organization mandated to investigate diseases and pests affecting cocoa production in Ghana, research is at the core of its mandate and that makes T&D crucial. Also, given the scientific and technical nature of their jobs, it is imperative for employees of the institute to be trained and developed on a regular basis to keep them updated on developments within the scientific community. A study into how

T&D influences the performance of employees of CRIG will not only contribute additional evidence on existing knowledge but also bring to the fore some of the peculiar challenges of training and development in research institutions.

1.2 Objectives of the study

This study explores the extent to which training and development influences productivity of workers of CRIG. To achieve this broad objective, the following specific objectives will be pursued.

1. To identify the training and development programs for employees at CRIG
2. To investigate how training and development influences the performance of employees of CRIG
3. To examine the challenges of effective training and development at CRIG
4. To offer recommendations for improving training and development at CRIG for increased performance among employees.

1.3 Research Questions

In order to achieve the above objectives, the study will be driven by the following questions.

1. What training and development programs exist for employees at CRIG?
2. To what extent does training and development influence the performance of CRIG employees?
3. What are the challenges of training and development at CRIG?
4. How can training and development programmes be improved to enhance employee performance at CRIG?

1.4 Significance of the study

The study is relevant in three ways: literature, practice and policy. In regards to literature, the study contributes additional empirical evidence to existing knowledge on T&D and its influences on employee performance from the Ghanaian context.

By way of policy, the study will inform the adoption and implementation of sound T&D policies in Ghanaian public organizations. It provides policy makers with information on the adoption and implementation of sound T&D needs. The study highlights the need for T&D in organizations and provides a basis for the formulation of effective policies in Ghana.

In terms of practice, the study brings to the fore some of the peculiar challenges of T&D at CRIG and other research institutions. On the basis of these challenges, the study offers recommendations for improving T&D for improved performance among employees at CRIG. The study therefore generates techniques of assisting managers incorporate best practices and guidelines for effective T&D programs in organizations.

1.5 Chapter Organization

This study is structured into five chapters. Chapter one offers a broad overview of the study, outlining what constitutes the research problem and objectives of the study. Chapter two is dedicated to a review of both the theoretical and empirical literature on training and development with a focus on the objectives, types and effects. The chapter also reviews relevant theories and models out of which an appropriate conceptual structure is developed to direct data collection and subsequent analysis. The third chapter covers the methodology used in conducting the study and it includes the research approach, the study design, and

procedures used in collecting and analysing the data for the study. Analysis and discussion of the study findings are carried out in chapter four with the closing chapter five embodying the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter set out to achieve two significant purposes. The first was to provide some background literature within which to place the current study. The second, was to review contemporary literature on T&D as a means of identifying current gaps in the discussions and which require scholarly attention. Consequently, the chapter does an overview of the overall theoretical and empirical literature on T&D, with a focus on the objectives, types of training methods, and the challenges of T&D particularly in developing countries. The chapter ends with a theoretical framework to direct analysis of data collected from the field.

2.1 Training and Development Defined

The notion of training has been defined by various scholars from different disciplines. In spite of the variety however, most of the definitions appear to revolve around a basic theme of training being a planned learning experience designed to bring about change in an individual's knowledge, attitudes and skills (Brown, 2017). Rodriguez & Walters (2017), define training as "learning experiences designed to enhance the short-term and/or long-term job performance of individual employees" (pg. 10). In support of this, Mpofo & Hlatywayo (2015 pg. 12), indicate that "training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities". From these definitions, training is seen as a considered process that helps to change attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. It is part of

an on-going developmental process that seeks to link employee knowledge and skills with the organizational mission (Hanaysha & Tahir, 2016)

Development on the other hand, has been concept generally to focus on enhancing the knowledge and abilities of an organizations workforce to get them ready to assume different tasks and challenges. According to Asfaw et al., (2015), staff development involves the training, education and career development of staff members. Imran & Tanveer (2015, pg. 11), defined “development as the process of becoming increasingly complex, more elaborate and differentiated by virtue and maturation”. These definitions are consistent with the views of Rodriguez, & Walters (2017), who aver that T&D aim at generating a pool of readily available and sufficient replacements for personnel who may leave or move up in the organization; enhancing the company’s ability to adapt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company’s competitive position and improves employee morale; and ensuring adequate human resources for expansion into new programs

The foregoing suggests that T&D are two interrelated and systematic activities which lead to employee growth. It further suggests that employees need to become better informed and cut out for their jobs at the end of training programs. This point has been emphasized by Jehanzeb & Bashir (2013), who postulates that T&D enhances understanding, proficiencies and abilities, and embracing conduct that improve performance in present roles, including: adult learning theory applications, instructional systems design, train-the-trainer programs and instructional strategic and procedures.

So elucidated, it becomes imperative for workers in an organization to be trained in order that they are able to perform their duties and make significant contributions to the achievement of the organizational goals. The effectiveness and achievements of an organization therefore lies in the attainment of the appropriate skills and knowledge by the employees within the organization.

In sum, training in the work situation is to provide employees with the specific knowledge, skills and abilities to perform a particular undertaking.

Development activities on the other hand have long-term focus on getting employees ready for future tasks while improving their capabilities to accomplish their present jobs (Hammond & Churchill, 2018). They note that the two terms are however very much related in that they are both tools to identify, ensure and help nurture the key competencies that enable individuals to perform current and future jobs. For the purpose of this research, T&D will be applied to mean an attempt to improve current or/and future employee productivity by increasing through learning, an employee's ability to perform, usually, by increasing the employee's skills and knowledge (Jehanzeb & Bashir, 2013 pg. 10).

2.2 Objectives of T&D

A central objective of staff T&D is to develop the potentials of the trainee, formulate objectives for different needs and looking for ways of attaining them. According to Sung & Choi (2018, pg. 10), "the goal of training is for employees to master the knowledge, skill, and behaviours emphasized in training programmes and to apply them to their day-to-day activities". They aver that T&D helps to increase an organizations' competitive advantage, and that means it has more to it than just rudimentary skills advancement.

Various scholars have also argued that T&D is to eliminate performance deficiencies, whether present or expected, to make workers to perform to the desired level (see, Imran & Tanveer 2015; Padachi, & Bhiwajee, 2016). T&D, therefore enables employees to be much more productive; trained workers are much less likely to change or quit their jobs or to be made redundant, and finally they are also much less likely to experience spells of unemployment (Laresn 2017).

According to Aruna & Anitha (2015), training for worker performance improvement is particularly important to organisations with stagnant and declining rates of productivity. It is also imperative to organisations that are increasingly incorporating new technologies and consequently increasing the likelihood of employee obsolescence.

2.3 Employee Performance

The concept of performance is generally considered in terms of results or outcomes. However, Armstrong opines that employee performance should also be considered, in terms of conduct (Armstrong 2000). Larsen, (2017) argues that worker performance must be assessed by the performance criteria established by the organization. Several other measures or indicators have been adduced by scholars as important for assessing performance. These include, efficiency, productivity effectiveness, profits and quality measures.

Efficiency as a key part of performance relates to the means and time used in achieving tasks with minimum resources. It is doing more with less. According to Dhar (2015, pg. 77), “efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired goals or targets”

Relatedly, profits refers to the proceeds gained over a period time for a job done or an investment made. Sangster, & Wood, (2015) surmises that profits cover the ratio of gross profit to sales or return on capital employed. An employee is therefore considered as performing at optimal levels only when he is found to be raking in more profits for the company.

On the other hand, productivity is expressed as a ratio of output to that of input (Kumar & Pansari, 2015). It is the degree of how the individual, organization and industry converts input resources into goods and services and the measure of how much output is produced per unit of resources employed (Alto, 2011). This is also related to quality, which is an outstanding distinctive feature of products or services that bear an ability to satisfy the specified or implied needs (Jaworski et al., 2018). It is increasingly achieving better products and services at a gradually more competitive price. As noted by Dhar (2015), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This suggests that management has to set the preferred echelons of an employees' performance. This, they can do, by for example situating goals and standards against which individual employee performance can be evaluated.

According to Kumar & Pansari, (2015) they can also ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This managing method stimulates workers to come on board in making plans for the organization, and therefore takes part by having a role in the whole process. It must however be noted that 'performance management' embraces all activities that guarantee that organizational goals are constantly met in an operative and proficient manner. On this, Mensah, Morrison & Ekumah, (2016 pg. 17) notes that

“performance management can focus on performance of the employees, a department and the processes to build a product or service”.

Previous research on efficiency suggests that workers who are pleased with their jobs have the tendency to have higher job performance, and have the tendency of job retention, than those who are discontent with their jobs (Arando et al., 2015). This is affirmed by Nartey & Odoom, 2015, pg. 11) who posit that employee performance is higher in happy and satisfied workers and management finds it easy to motivate high performers to attain firm targets.

2.4 T&D and Employee Performance

As has already been hinted, the core objective of T&D is to increase an employee’s knowledge and skills, and to alter attitudes or outlooks towards the achievement of organizational goals. Changing technology in contemporary times necessitates that staff possess the knowledge, skills and abilities required to cope with new procedures and production systems. T&D therefore becomes an important driver of several possible profits for both employees and organizations.

According to Cohen (2017) training increases employees’ confidence, recognition, enhanced responsibility with a possibility of increased pay which leads to motivation of the employee. It also lowers cost of production because a well-trained staff is able to make better economic use of materials and equipment thereby reducing waste if not eliminating it. Training brings a sense of security at the workplace which reduces labour turnover and finally it also helps in the management of change through the provision of skills and abilities needed to adjust to the changes.

Obeidi (2013) examined the training environment and how it is affected the structure of organizations in Kuwait and concluded that internal political and cultural factors affects training and development. On their part, Ayentimi & Burgess (2019) claim that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. They add that most of them will need some type of training at one point or the other to sustain an efficient level of job performance. According to Krietner (2007) in his book *“The Good Managers Guide”*, no matter how carefully job applicants are screened, a gap will occur between what the employee knows and what they are expected to know. It is to complement this gap that organizations need an all-encompassing and effective training of its human resources. This will position them to make to contribute profoundly to their respective departments and industries.

Earlier research has established that employees how are highly-educated and highly-skilled are not only able to adjust more swiftly and proficiently to new responsibilities and technologies, but also serve as a source of change and improvement (Appiah, 2010; Hanaysha, 2016). This suggests that education and preceding informal preparation can also increase an employees’ capability to be inventive in their work roles substantially.

Ayentimi & Burgess (2019), contend that the quality of employees and their development through training and education are major influences in determining long-term profitability of organization. Therefore, companies that are devoted and committed to quality are inclined to invest in training and education. There are several empirical studies that give credence to this position. For example, in a pioneering study in America on the effect of human-capital investments such as education and employer-provided training, Black & Lynch (1996)

established that employer-provided training raises subjective productivity measure by almost 16%. In another study on the impact of training programs undertaken at the Coors Brewing Company in Golden, Colorado, (Imran & Tanveer 2015), found that the immense training encounters resulted in improved employees passion for the job and pride in their jobs, which translated into measurable improvements in productivity. They therefore recommended training to be made a key part of every organization since is vital for worker performance and career development.

According to Aruna & Anitha, (2015), T&D offers more than just increased knowledge but also offers the added advantage of networking and drawing from others' experiences. This explains why it is a regular trend to hear justifications on why an employee is not given training at any point in time.

In today's competitive environment, efficient production even of technically unsophisticated products benefits from technically advanced machinery operated by a workforce with a high level of skills which in turn a pre-condition for successful selective of appropriate machinery and its efficient utilization (Kiruja & Mukuru (2018). They indicate that issues relating to job satisfaction, worker commitment and motivation are highly regarded as important to the training and development measurement of organizational performance. Employees should be treated as valued assets, a source of competitive advantage through their commitment, adaptability and quality of skills and performance. Besides the execution of customer service training programs can improve employee's behaviour and enhance their performance. Customer service training will allow employees to become "familiarized" with the business's history, its growth and expansion, and the company's expectations regarding customer service and the firm's work ethics

(Denisi 2011, pg. 10). Such programmes could help workers incorporate worth and reliability into their dealings with customers.

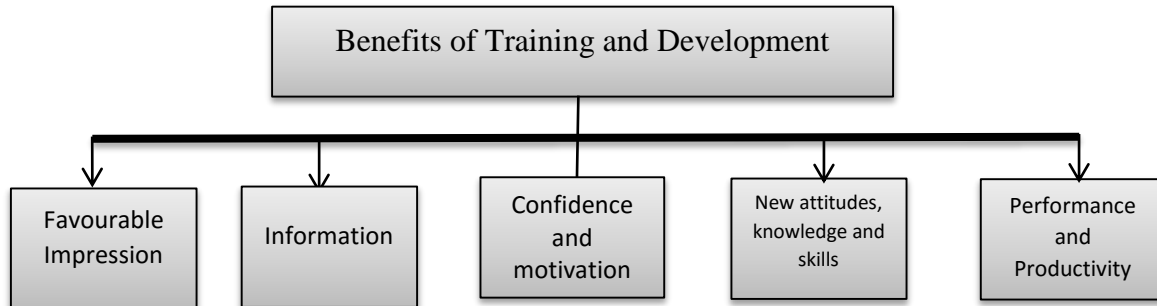


Figure 1: Advantages of Effective Training and Development.

Source: Adapted from Mathis and Jackson (2010)

2.5 Types of Training Methodologies

Several types of training methodologies are used in organisations. Mathis & Jackson, (2010) identifies two main types of training; on-the – job, and off- the -job training they indicate that on-the-job training is normally handled by colleagues, supervisors, managers, mentors to help employees adjust to their work and to equip them with appropriate job related skills. According to Armstrong (1995), on-the-job training consists of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers. Armstrong adds that on-the-job training is one sure way of developing and practicing the detailed managerial, team leading, technical, selling, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time.

According to Armstrong (2006), on-the-job training has the shortcoming of not being able to enhance effective learning is influenced by the quality of the guidance and coaching

provided on the job. Many managers and team leaders are unskilled at training and disinclined to carry it out or to encourage it. Furthermore, relying on fellow employees in ‘sit by me’ training has obvious disadvantages as instruction may be inadequate and the training may perpetuate bad habits. Again, the learner may be distracted by the same environment and find it difficult to acquire basic skills quickly. The resolution of these disadvantages, requires that trainer of trainers programme be regularly embarked upon to sharpen the skills of supervisors and in-house trainers.

2.6 Types of Training and Development

There are various types of training and development that an organization may adopt. This however depends on the main objectives that the organization seeks to achieve. The general types of training are outlined below:

Orientation/Induction Training

This type of training is arranged straightaway after engagement to familiarize the new staff members to their roles. The main objective of such training programs are to acquaint new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization’s goals, structure, culture, work standard and other conditions of employment.

Foundation Training

According to Kiruja & Mukuru (2018), foundation training is basic and is given to new employees who require “some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability and foundation training.

Career Development Training

According to Cohen (2017 pg. 45), career development training refers to the “ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities”. He specifies that job mastery skills are those that are necessary to successfully perform one's job. Central to career development training is professional development skills which are also the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

Maintenance/ Refresher Training

This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them to keep up with latest developments.

2.7 Challenges associated with T&D

Despite the many well documented advantages of T&D to human resource development and general organizational performance, the practice is faced with several challenges particularly in developing countries like Ghana. Cole (2002), identified problems that impacts the provision and value of T&D actions in the organizations to include the extent of change in the external environment; the amount of internal change; the accessibility of appropriate skills within the current work-force and the level to which management see training as important. Specific threats to effective T&D in organizations include the following.

1. Lack of adequate financial resources

A key challenge to effective training and development in organizations is inadequate financial resources. On this, Ngirwa (2009), argues that organizing a proper training and development in today's world requires huge financial commitment by organizations. Thus, organizations have to pay to get their employees trained. In many developing countries however, financial resources is a challenge and most organizations are unable to train their employees because they lack the necessary funds to meet expenses of training programs.

2. Lack of qualified training experts

Related to the financial resources challenge is inadequate training experts in various establishments especially in developing countries (Abdullah 2009). This has been found to be a reason why the T&D function is not well executed in these organizations. Consequently, in cases when training is organized, the so called trained personnel do not gain any new skills and therefore do not bring anything new to their organizations. Related to this challenge is the lack of adequate training institutions and programs. Abdullah (2009), further add that in most developing countries there is a deficiency in raising the needed expert and training institutions to conduct appropriate the needed training programs for employees on the continent and therefore most organizations are unable to train their employees effectively. Nevertheless with liberalization, there are a number of reputable training and consultancy firms springing up which try to provide organizations with the skilled employees to carry out trainings. Such firms employ people and are even ready to induce so that they can win the training jobs (Leslie 2016).

3. Lack of management/ leadership support

In some organizations, management support for organizing training programmes is absent. To a very large extent, such management rationalizes the cost of training and tries to cut corners by substituting T&D with other things. In such organizations, there is sometimes, no mention of T&D at all, and even when it is mentioned, it is carried out in a halfhearted fashion. Gupta & Sharma (2016) note that as a result, T&D becomes poorly administered and the organizations resources become divided to other activities.

4. Poor Employee participation

Another challenge of training is the lack of employee participation in these training programs. Some employees consider training as a waste of time that can be used to accomplish their tasks and therefore do not want to spend time on training. Denisi (2011) notes that frequently, there are organizations which do not openly promote training prospects and programs, but there are others who threaten permanent employees by telling them that they will be substituted and their position taken by other employees if they join training and development programs. At the end of the day, some employees are discouraged from participating in training because they fear losing their jobs and positions.

2.8 Theoretical Framework

The study is supported by the Human Capital theory submitted by Odiornne (1984). The theory argues that an organizations workforce that employees must be valued as assets, with importance attached to them. Furthermore, they must be seen as a portfolio of stocks and therefore managed to maintain or increase their value to the organisation.

Odiornne (1984) explained the elements of this system as follows: The inputs are the system's raw materials namely people who are born, 'immigrate, die or emigrate. Processes include but not limited to education and training at all levels. They may also include factors of informal learning, such as communication skills, learning ability, knowledge of one's own environment and ability to change and to overcome obstacles. Outputs may be measured in employment at various levels in all sorts of fields. Organizationally, he argues that it is important for an organisation to engage in a portfolio analysis of its human resources to assess employee's values to the investing employers, to appraise the level of risk for each of the classes of different valuations, and to their valuation and risk. This portfolio approach considers people in their jobs in the same way as investors view their non-human assets. The theory is relevant to this study because beyond emphasizing the value of employees, it also highlights how to plan strategically to invest in them by way of training and development. Positioning employees as investment will pay off, just as other investments are expected to pay off will help this study to analyse the extent to which CRIG values their employees and the investment they make in them through training and development.

2.9 Conclusion

This chapter presented the literature in which the research is positioned. The review established that several factors underlie the adoption of T&D systems in countries like Ghana. The benefits of T&D to both employee and organizational goals, were also reviewed. They include, equipping employees with adequate information and expertise needed to take on new responsibilities, preparing them to adapt to changing conditions and performing their jobs effectively and increasing their productivity. Despite the benefits however, there are some challenges of training and development particularly in developing country contexts.

These include the lack of adequate financial resources, the cost of training, absence of data banks, accessibility challenges and the leadership drive and commitment needed to initiate and sustain training particularly in public organizations. Finally, the human capital theory was reviewed as an appropriate framework for the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section of the research outlines the enquiry process that was followed for conducting the study. The section comprises discussions on the research approach, the study design and its associated data collection sources. Other matters of data organization and analysis procedures are also discussed in this chapter. The themes discussed were necessary to provide an appropriate methodological structure to guide the conduct of the research and also provide validations for the decisions made in pursuing answers to the study's driving questions.

3.1 Research Approach

This study used the qualitative approach of social science research. According to Creswell (2014), the qualitative approach is a systematic process of understanding social reality, based on the building of a complex and holistic picture of detailed views of participants gathered in a natural context. Therefore the approach was considered suitable to understand the experiences of CRIG management and employees regarding how T&D influence their performance. Hence, the approach is relevant given the study's objectives, and the interest in understanding in depth, the influences of training on performance and the challenges encountered,.

As argued by Boateng (2016), the qualitative approach is useful when one is interested in understanding a phenomenon from the context and experiences of respondents. Using the qualitative approach therefore enabled the researcher to interact with employees in their own

contexts, thus the workplace setting, and from their personal experiences. The approach enhanced understanding of the peculiar conditions of the company by way of the influences of T&D on their performance and associated challenges. Overall, the qualitative approach was relevant to appropriately detail training and its challenges at CRIG, from the perspectives of interviewees.

3.2 Study Design

There are several designs that can be adopted by qualitative researchers. These include, case study, historical and participatory studies and ethnography (Creswell 2014). Among these, the case study design which is considered fitting if a study investigates “how” and “why” questions is used (Yin 2009). With the basic question of this study framed as *how* training influences the performance of employees, the case study design was most appropriate.

The approach did not only suit the goal of understanding in detail, the influences of training on employee performance at CRIG, but also made it possible to describe the training processes of the company in detail, giving respondents the opportunity to critically assess how it impacts their performance as well as the challenges from their subjective points of view.

Finally, using the case study design made it possible to appreciate the influences of training on CRIG employees from multiple perspectives. As argued by Yin (2009), case studies allow for the use of multiple sources of information that are interactive. For this particular study, interviews, focus group discussions and document reviews are deployed to fully examine how the training influences performance of GRIG employees and the challenges faced. Also, different categories of employees were interviewed, and that allowed for a comprehensive view of the issue.

3.3 Population

Population in academic enquiry “refers to the total collection of individuals or objects about which a researcher intends to make specific conclusions” (Gravetter & Forzano, 2009 pg. 22). It refers to the group, usually with certain common characteristics, about which the researcher would like the results of a study to be generalized or related to. For this study, the population includes all employees of GRIG, both senior and junior officials.

3.4 Sampling Technique

Although research findings are usually generalized to a population, it is often difficult or almost impossible to study an entire population, and therefore, a segment referred to as sample, is usually chosen and studied. Sampling is therefore, the process of selecting respondents from a study’s target population (Abrams 2010). Various types of sampling techniques are used by qualitative researchers and these include random, systematic, stratified, cluster, multi-stage sampling and purposive sampling.

The study followed the purposive sampling procedure to arrive at the institution and respondents from which data was obtained. The main assumption behind the use of the purposive technique is that some cases are more appropriate in achieving my study objectives than others. CRIG is purposively chosen for this study because it is one of the foremost research institutions in Ghana. As the only cocoa research institute in Ghana, training is vital to the organization to enable employees keep up with current developments. Similarly, relevant officials and employees were purposively targeted and interviewed based on the assumption that they are best placed to offer the needed information. Since the study details T&D effects on employees’ performance, the purposive sampling technique allowed for the selection of HR officers, training officers, department heads and other employees

who had the pertinent material to respond to the research objectives (Abrams 2010; Creswell 2013).

Overall, nine individual interviews, made up of five senior management officials and three key employees were conducted (see table 4.1). In addition, one focus group discussion composed of six persons was held among junior employees to understand the influences of the various training programs organized by the company on their performance. It must be noted that as a qualitative study, these figures were arrived at after saturation of data i.e. when no new information came up from the interviews (Creswell 2014). Although the decision on who was to be interviewed as well as the total number of interviews was made before fieldwork, they were adjusted to suit realities of fieldwork (Abrams 2010).

3.5 Data collection sources

Data for the study was obtained from primary as well as secondary sources. The primary data was obtained from interviews and focus group discussions, and provided new and first-hand data. The secondary data on the other hand comprised of a review of appropriate works on T&D, from peer reviewed articles, books, and company documents.

3.6 Data Collection Tools

3.6.1 Interviews

This study collected data through interviews, which are central to qualitative studies (Myers & Newman 2007). Bearing in mind the objective of seeking to understand how T&D influences the performance of employees from their own perspectives, the semi-structured interview technique is adopted. This enabled the researcher to navigate the interview procedure along the study's research questions while at the same time affording

respondent's sufficient room to explain issues in greater detail. The use of interview guides were useful in giving respondents the freedom to share personal experiences on the challenges of T&D strategies in the institute (Yin, 2009).

3.6.2 Focus Group Discussions (FGD)

In addition to the interviews, data was gathered through FGD. The strategy is an important data collection strategy in qualitative research due to its ability to generate natural and insightful research data from a group of respondents (Wong 2008). For this study, the exchanges among employees, helped produce insights and group experiences on how training influences performance as well as the challenges of the company's training programs (Creswell 2014). One FGD was held among employees of the company with a composition of six respondents. Apart from introducing different perspectives in the data collection process, the FGD's also enhanced triangulation of the data from the interviews.

3.6.3 Documentary reviews

The concept of T&D in general, and at CRIG in particular have produced several reports and documents, and these were reviewed to provide data for this study. Documents reviewed include, the T&D policy of CRIG, training manuals and reports of the company, performance assessment and training reports, annual reports, employee performance trends and other official documentation from the institution. Furthermore, books, journal articles, internet reports - both published and unpublished, drawn from various databases including Science Direct, Google Scholar, Taylor and Francis etc were reviewed. These helped to frame the study and further refine the research questions and provided important material in framing the introductory and concluding chapters of the study. They also enhanced the

researcher's ability to validate or triangulate the primary data that was collected during fieldwork (Hanson-Thompson 2007).

3.7 Data Management

Data collected through the one on one interviews and FGD were recorded. The researcher also kept a study diary in which significant issues, informal chats and other reflections were noted (Gibbs, 2007). Data was kept on the researcher's laptop, and an external hard drive to ensure the safety of data and reduce security risks.

3.8 Data Analysis

Analysis of data involves the systematic search for meaning from a pad of information and data which allows for processing of raw data in a scientific manner, so that what has been learned can be communicated' to readers (Creswell 2014).

In this study, analysis of data began with transcription of the recorded interviews into word text format. Although the transcribing the data took the researchers time, listening to the audio back and forth to pick up the ideas correctly, gave her an opportunity to familiarize with the data and know what it contained. The word text was subsequently edited to detect and eliminate typographical errors. The transcribed data were further coded into themes under the three fundamental objectives of the study. The analysis was done alongside interpretation and synthesis of the research findings which involved relating the findings with the reviewed literature and theory to see where it all fits.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter comprises findings and analyses of the study. The findings are an account of a thematic content analysis data that was qualitatively derived from nine (9) in-depth interviews with management and a focus group discussion comprising six employees who were purposively selected from CRIG (see Table 1).

The analysis involved comparing the findings from the in-depth interviews with those obtained from the focus group discussions. These primary data were further triangulated with secondary data in the form of internal publications such as training policy documents and evaluations documents as well as information from peer reviewed journals articles from reliable databases on training and development from which further inferences were made. The findings were then synthesized with the reviewed literature and the human capital theory. Key responses obtained from the interviewees that buttress the findings of the study are presented in italics to enrich and contextualize the discussion.

Table 1: Breakdown of Respondents

Data Collection	Position of respondent	Number	Years of Service
In-depth interviews	○ Deputy Director	1	25
	○ HR manager	1	10
	○ Training Officer	1	12
	○ Department manager (Entomology)	1	27
	○ Department manager (Plant pathology)	1	20
	○ Department Head (Soil Science)	1	9
	○ Group supervisor	1	6
	○ Administrator	1	12
	○ Technical officer	1	10
	Focus Group Discussion	Junior level employees	6
Total		15	

Source: Author's construct, field work 2019

4.1 T&D Programs at CRIG

In line with the first research objective of ascertaining the T&D programmes at CRIG, the researcher asked questions on the importance of T&D in the institute and the methods of training, facilitation and training adequacy. These were to also to gauge the extent to which management is committed to T&D and their willingness to invest the necessary resources into the training processes accordingly. A review of the company's staff development manual and revealed that, the institution has a T&D policy that makes it mandatory for management to organize training for employees at least twice every year. In between the mandatory six months, training is also to be held for employees who have been promoted or have just come on transfer from other research institutions. From the interviews,

respondents were unanimous that T&D as deemed relevant in the institute although the mandatory six months was not was very much adhered to, especially in recent years. Majority of respondents however affirmed being given training in the last six months. The human resource manager made the point;

“As a research institution, we consider training and development as extremely important in our scheme of operations. In fact, I can say it is at the centre of what we do. Cocoa research is scientific in nature and that makes it imperative for our employees to apprise themselves of latest developments, and the state of the art knowledge and skills in the field. So as you can see in our HR manual, we are to organize training for our employees every six month and we try to keep up. Although I must admit that, in recent times, we are not able to organize training for our staff as expected. This is a major concern for us now”.

The centrality of training also came up in the FDG;

“The company is very particular about T&D and it is very much a part of the organization .Due to its importance, issues of T&D are part of our performance measures and every manager is assessed on this as a part of their performance. Issues of T&D are always on the front burner during management reviews. Management is aware that if they do not organize training, it will affect our performance, so they try, only that unlike the past, it has become quite sporadic in recent times”

These views go to suggest that both management of CRIG recognize the importance of T&D for their jobs and therefore did organize same for employees. As has been noted by respondents, T&D is important for the institute because of the need to keep up with scientific and technological developments. Thus, both management and employees value the need to have T&D because of the fact that their jobs are scientific and technological in nature. Relating these observations to the human capital theory, it can be seen that an important basis for T&D in the organizational setting is the recognition given to it by management and

employees, and their perceptions of its importance. This point has been also been noted by Dhar (2015), who indicates that training is relevant for organizations whose jobs keep changing and for employees not to remain stagnant. T&D is also essential for organisations which are continuously faced with new developments and technologies and subsequently rendering employees obsolete. This finding is in line with an earlier finding by Gupta & Sharma (2016) who found that training sharpened that knowledge of employees and that without the meanings and skills that people bring to the organization, it is only piles of metals, pieces of paper and blobs of ink. Similarly, the human capital theory suggests that employees need to be treated as the other assets of organization and admonishes organizations and management to ensure high commitment levels to invest financial resources in training, retraining and educating the workforce.

4.1.1 Forms of T&D at CRIG

With regards to the forms of training programs that are employed at CRIG, it was established that the company combined both on-the-job and off-the-job training, although the former was used often. The forms of training employed however depended on factors such as the availability of employees, resources available and employee's needs. A training officer explains;

“In this institute, we combine different forms of training, thus, on-the-job or off-the-job, but it depends on what we want employees to achieve, their availability and our resources at any point in time. All new employees undergo on-the-job training, especially the technical employees before they begin. The company has orientation training for new employees, refresher training for existing employees, job training, and career development training the training plan, lessons, and trainers all depended on the situation at hand”.

These findings go to show that managers of CRIG combine different training approaches. However, for training to be useful for employees, they select the most suitable method based on the peculiar training needs and goals as well as the organizations resources

4.1.2 Methods of Training/Facilitation

There are various methods of training and facilitation which goes a long way in influencing the effectiveness of a training programme. This study found that the institute combined different training methods, including mentoring, seminars etc.

A training officer shares her view on this;

“We combine various methods of training and facilitation. These include seminars, workshops, mentoring, learning by doing and job rotation for the technical and field workers. But on the hole, seminars are the main form of training here at CRIG”.

This view by the respondent shows that different training programs are used by CRIG; findings which are consistent with literature. For instance, it is in line with the ideas of Sugahara, (2018) who argues for different training approaches to be combined to ensure that employees are well prepared for the challenges of their jobs. Looking at the scientific and complex nature of the tasks confronting CRIG employees, combining the different training methods is ideal to ensure that employees benefit from the right balance.

4.1.3 Adequacy of training programmes

Although the study established that management and employees of CRIG considered T&D as important for effective performance of their functions, a major concern that came up for all respondents was the frequency of T&D and its adequacy. It was established that T&D was not frequently held in the company and that had some negative implications on their work. Thus, despite the recognition that T&D is vital, majority of respondents indicated

that they were not organized frequently and they were inadequate for their needs. Related to the inadequacy of training, it was also found that they are not well planned and that did not make employees benefit enough from them. This inadequacy of T&D was also found to be the result of the lack of adequate resources to organize training programs. This point is made by a respondent;

“We have training once in a while, and it is inadequate. It is very sporadic and not tailored to the needs of specific departments. There is no proper planning of training and it is not systematic. This is because some of the process involved in training is not adhered to and programmes are organized based only on the organisational needs. Again, selection of trainees is not scientific in the sense that no training need analysis is done before individuals are selected for training”.

Another respondent argued;

“Given the nature of our jobs, we should have training every now and then but for a number of reasons we cannot have them regularly. So if I must be very sincere with you, T&D in the institute now is very inadequate and we are all concerned”.

Therefore, while the indication is that training is taken seriously at CRIG and efforts are made to get employees to be trained, the findings revealed that the importance attached to T&D by management of the company is not consistent with the provision of T&D. This notwithstanding, management has a serious view of T&D with the general sentiment expressed that, as a company engaged in cocoa research, T&D as a part of general extremely important

4.2 T&D influences on performance of employees of CRIG

This objective was to assess the manner in which T&D programmes at CRIG influence the performance of employees. It explored the experiences of management and employees on

how T&D programmes provided and received influenced how employees went about their duties.

Respondents were unanimous that T&D enhanced their knowledge, skills and abilities (KSAs) and has helped in their performance.

Respondents also provided information on a number of areas pertaining to training on their performance including their commitment to their jobs, satisfaction, and security, general capacity on their jobs and the transfer of knowledge and skills assimilated through training. The general sentiment expressed by most interviewees is that the training they received has been worthwhile and influenced their performance positively.

4.2.1 Training provides new knowledge and skills for efficient performance of functions

A common theme that run through the interviews regarding training influences on performance was the provision of new ideas and skills to employees which aids them to accomplish their roles efficiently. Respondents were unanimous that T&D equipped them with new ideas and skills, which made them achieve better on their jobs than before. Others also recounted how it equipped them with new tips and skills that aided them to navigate their way around new challenges on their jobs. The majority of respondents stated satisfactory stages of enhanced capacity and skills development skills attained through training to the jobs that they perform. An official recounts her experience;

“Training in this institution has been very useful for me. I joined the company as a mere lab assistant but I have been able to progress through the ranks to my current position of a senior research officer because of on the job training that I received here over the years. Because of what I know I have got from training, I don’t joke

with it all. In fact the very last training information is still fresh in their minds and I keep applying them even till today”.

A senior research officer also noted;

“I have been working here for the past 24 years and I know how training and development programs have been very useful for me in providing me with current information and new knowledge. It also offers me the opportunity to identify my potential for further development. Last year for instance, I attended a training programme which provided me with new skills in statistics and data management. That has really enhanced my ability to manage and interpret research data more effectively”

This position as supported by a management official;

“Training has really sharpened my knowledge of the job in terms of new technology application; application of management principles including, planning, monitoring and evaluation. I think we should continue to invest in training because it has impacted positively on their work rate and job satisfaction” (Department head, Soil Science).

These findings highlight the importance of T&D in providing employees with new knowledge and abilities to workers of CRIG. These new knowledge and skills were important for employees because it helped them to increase their productivity and also achieve set targets. The findings are consistent with findings by Ford, (2014) who had earlier established that T&D equips workers in Australia’s government sector with new information and skills to assume new duties, adjust to shifting conditions and perform jobs effectively. They are in line with Armstrong (2006) position that T&D enables employees to achieve fresh knowledge, skills and competence needed to carry out their work effectively. They also validate empirical findings by Bhat & Rainayee (2017) that T&D provide knowledge and skills for employee job performance among civil servants in India.

As was established in the study, new skills are important for employees of CRIG, as it enhanced the performance by giving employees, additional knowledge and higher skills which subsequently enhances how they go about their tasks.

4.2.2 Training, job satisfaction and commitment

Another important manner in which training impacted the performance of CRIG employees is by making them satisfied with their jobs and in making them committed as well. Most respondents attested that T&D had made them comfortable in discharging their responsibilities and tasks well and that made them fulfilled. Training creates in them a feeling of control over their work. Respondents added that this empowerment gives them a sense of job contentment and sense of control which also led to more commitment.

An employee noted;

“It is painful to be doing things when you don’t have the necessary skills for it. When that happens you struggle and you are frustrated. But I can say that the training I received over the years makes me use less time to perform my tasks and that gives me some satisfaction. That has increased my job satisfaction and I can confidently say my job commitment has improved. I believe frequent training should be encouraged because it increases new way of doing things and also builds the confidence level of employees since they will be abreast with new technology”

Another respondent shared her view in the FGD

“Training has helped me to be very confident in performing tasks without any supervision from my bosses and that is the confidence I am talking about. No I am also happy when I am working because I am assured that nobody will come later and have problems with hat I have done. I have also become more committed to my job and the company itself, because I appreciate the knowledge and skills training

has given me. I come to work early, and don't absent myself because I want the institute to succeed.

The findings reflect how T&D influence the satisfaction of employee's high levels of job commitment and satisfaction which translates into performance. It shows that training aligns employees to institutional goals and makes them commit to the cause of the organization. This is relevant because performance is also related to job satisfaction which has an impact on employee commitment, absenteeism, intentions to quit, and actual turnover (Sugahara, 2018).

The influence of T&D on job satisfaction, and commitment as reported by respondents in this study are also consistent with findings by other scholars like Jehanzeb & Bashir, (2013) who argue that T&D enhances job satisfaction and commitment. Be this as it may, some respondents were quick to add that the high levels of satisfaction gained following T&D is going down and is not being sustained over the years. This current unsatisfactory state of affairs was attributed to the failure of the institute to align its strengths with external opportunities and progressively monitor the output of training on a continuous basis (Imran & Tanveer, 2015).

4.2.3 T&D enhances self-confidence and initiative for increased performance

This study established that an important means by which T&D influenced the performance of employees of GRIG is through building their confidence. Respondents indicated that training gave them the confidence to challenge themselves and take up more daring experiments and initiatives for enhanced performance. Analyses of the interviews reveal that a majority of respondents indicated that the T&D programs they received positioned them to be more confident on the jobs which translated into taking new initiatives. These

improved performance in terms of the various areas after having undergone training both at the general level of the organization and at their various departments. A respondent remarked;

“The training programs I received have been very useful in the performance of my functions here. I am a plant pathologist and it my work requires that I am on top of current developments. The training programs organized here serve as an important means for aligning me to new technologies in plant breeding and other information technology stuff. It also helps me in managing other employees in my department well.

An employee argued;

“Training boosts your confidence and makes you try new things. The thing is that when you go for training, you are exposed to new things and then you come back and see how you can also try them on your own. I have done that several times and it has been very useful for me. Last January for example, I attended a three day training in Kumasi organized by CSIR and it helped me come up with a lot of breakthrough with my on work here”.

These sentiments highlight the impact of T&D on employees giving them the confidence to try new things and innovate. Ugoji, (2017) and other writers argue that training increases employees capability to embrace new technology and approaches and the relevant skills to handle these new technologies. The findings validate findings by Khan (2010), on how T&D enhanced the confidence of personnel in Pakistan’s oil and gas industry especially in handling new machines and technologies towards better performance.

The analysis so far indicates that both management and employees of CRIG view T&D in a positive light. Views and experiences from respondents from various departments and units indicate how T&D has positively influenced their performance in various ways. These

include: acquiring new knowledge and skills for performing tasks more effectively, introduction to new technologies and new methods of performance, enhancing self-confidence and initiative for increased performance. These findings validate the study by Mullins (1995) who also found that T&D results in attitudinal change in workers because it exposes them to new knowledge and experiences and makes them well informed towards performing their tasks effectively.

4.3 Challenges of T&D at CRIG

This final theme sought to explore the challenges associated with T&D at CRIG. It was to investigate the impediments to employee T&D and how management attempted to address them. The interviews revealed a number of challenges, such as lack of uniformity in training, insufficiency of notice, unsuitable and training untimely time-table arrangements and the timing of training programs, inadequate facilitation materials and non-co-operation of management, and employees. Respondents bemoaned the fact that T&D sessions do not come with well-equipped facilitators, inadequate logistics; training programs are time consuming and leaves some important works unattended to, and non-participatory. Among the other challenges outlined are inadequate needs assessment; unstructured nature of training programs and finally poor consultation with employees. The lack of resources was identified as the key factors which made some departments sometimes employ ad hoc measures to train staff. Additionally, respondents were dissatisfied with the general indifferent outlook towards addressing feedback and concerns emanating from training.

4.3.1 Inadequacy of financial resources to organize quality T&D programmes as planned

A major constraint of T&D at CRIG is the dearth of sufficient financial resources. The interviews revealed a number of ways by which the lack of resources affected T&D at CRIG. First, it was established that as an institute that depends on government funding for its programmes, the total budget of the institution has gone down and therefore could not support training. Management intimated that the lack of resources was a major reason why their T&D programmes have been sporadic and could not be held on planned times. Second, it was found that the cost of T&D has become expensive in recent times and that makes it difficult for the institution to keep up. The inadequacy of financial resources and its impact on T&D was echoed by training officer;

“First we didn’t have any problems with training and development programs in this institution. They were frequent and held on schedule. But now, we are not able to organize them as we would want because of financial challenges. In fact, we really struggle to get money released for training to be organized for staff. As for the ones that are held out of the workplace, it has almost become impossible to get finance for employees to attend because the organization is financially constrained”.

This position was contextualized by another management official;

“As an organization, we don’t generate our own resources. We are funded by government, but you know the situation in this country now. Government is financially constrained to the extent that sometimes, even salaries are not paid on time, so you can imagine what happens to our budget for training programmes. Most of the time, we either get it slashed by more than half or it does not get paid at all. This affects our training programs especially because training is also expensive to organize these days so we are unable to have them as we would wish”

To deal with the inadequacy of resources, some respondents suggested that they could use the limited resources at their disposal to support staff to attend training and workshops

elsewhere. In their reckoning, the organization does not need not organize the programs by themselves because that as more expensive. A respondent suggested;

“I think that the difficulty of raising funds to support training programmes could be partly addressed if staff are supported to attend training and development programs outside of CRIG. Sometimes there are specialized bodies both in Ghana which organize top notch programs but we don’t get the support to go. But I think it will help if staff are exposed to such training regimes it will make up for the difficulties in organizing our on training programs here”.

Overall, these views underscore the position that inadequate financial resources is a constraint to effective T&D in organizations. It validates the position of Cohen, (2107) who argued that most organizations especially those found in the developing world tend to have financial challenges organizing T&D and therefore relinquish T&D as a result.

4.3.2 Lack of uniformity in T&D

Another challenge with T&D at CRIG is the lack of uniformity in training programs organized. This was found to be related to the unplanned manner in which T&D programs are organized as well as the decentralized nature of T&D programs. It was established that generally, the influence of training was not the same, as some departments did not attach much importance to it and that served as a major challenge. An employee suggested;

“The training is not uniform and that is problematic, because you can get someone from another department having lots of training opportunities because their department can afford it or consider it a priority. This is because it has been decentralized and so it depends on the department and its head. So depending on the orientation of the department and sometimes the money available, the training is organized.

“Aside institute ide training programs, division specific training programmes should be organized. This should get the input of heads of the various divisions and

scientists there would ensure that the specialized needs of the various workers are catered for”.

Another employee recommended thus;

“The training must be tailored to the needs of employees because we all require specialized skills here”.

4.3.3 Inadequate facilitation materials

Another challenge that was found to be constraining T&D at CRIG is the inadequacy of T&D facilitation materials. Respondents indicated that unlike previously, their training programs in recent times are not facilitated by materials such as projectors, etc. These are not available and that affected the effectiveness of training. Management indicated that the cost of training materials has been increasing over the years and is a drain on the institute’s budget. Therefore, once again, the inadequacy of training facilitation materials was found to be related to the cost of these materials and the fact that the institute’s budget had been slashed.

An employee observed;

“Now training is not interesting anymore, and it is not well enhanced with the needed facilitation materials as it used to be. It has become mere talk without the needed materials like audio visual materials to make them interesting”.

4.3.4 Lack of commitment by management and employees and adequate involvement of employees in planning training programmes

Contrary to the view expressed by management that they were committed to T&D, some employees questioned the commitment by management to T&D. There was some unanimity among employee respondents that management paid lip service to T&D and that the

company's well written policy is just a façade behind which a lot of challenges exist. The FGDs brought up insights that are in contrast with those shared management that they are committed to T&D. Others were also concerned that T&D was not effective because management did not involve employees in planning the programs to suit their needs. An employee opined;

“Madam, if I say the company is aware of the benefits of T&D, then I am lying. But I think they are more concerned about our performance and not so much about our personal development and they don't want to spend on it too. Because if they really cared, they will find the money to provide training for us. I think it is so because they take us for granted that as for workers, they have so many of them at the back of the gate looking to be employed, so they cannot be bothered. And at the end of the day, we also find ways and means of delivering so they take things for granted”

This point was supported by another employee;

“I think the problem is that they don't want to walk the talk by committing the needed resources to organize T&D programs frequently for us. But the problem is also that they don't involve us when they are planning these activities. Because I think if they did, we could offer them useful advice on how things can be effectively organized.”

While employees had problems with the commitment of management to T&D, management also cited challenges relating to employee attitude. The field interviews revealed that some workers do not co-operate with management and that has been a major challenge facing CRIG in implementing their T&D policy. Management was emphatic that the biggest challenge was the attitude of employees, pointing to several instances where some employees did not adhere to the laid down rules and procedures for training in the company. Management complained that most of them felt reluctant to attend training programmes provided by management. On this, a manager noted;

“I really don’t understand some of the workers. When we spend so much money to get materials and implement policies to provide T&D for them, they virtually say no, we won’t attend. It is just difficult to get some of them to avail themselves to T&D opportunities”

Another problem mentioned by management is that T&D is mostly done on a departmental basis and not on a general scale.

“We try to organize training at least once every year. Apart from that we also have experts and other professionals giving employees refresher courses and training on new developments in cocoa research. But some of the employees are reluctant to attend such programmes because they want grand training opportunities outside and all of that. But we don’t have the money for that.”

On the issue of making suggestions to management for their concerns on T&D programmes to be addressed employees, indicated that if they were tired of making suggestions because management will simply not listen. One employee noted;

“They will not listen madam. What is the point in asking people to suggest ways of improving training programs when they do not get addressed? I have been here long enough to know that they are of no consequence”

These sentiments are instructive and show that T&D can be constrained by the attitude of both management and employees. It shows that effective management of training programmes at the workplace depends on the support of employees in particular. The challenges suggest that T&D at CRIG has not been smooth sailing and while the company has tried to implement T&D policies, it encounters several persistent challenges. Notable among these are the lack of funding to provide the resources needed to organize T&D to meet best practices, the cost of T&D materials and equipment to the company and uncooperative attitude of workers, and the lack of commitment by management. These findings are consistent with Harrison (2005), who argues that a positive commitment by

management's to T&D, sends the right signals to all employees and can be a facilitator and constraint. Interpreted through the human capital theory, these findings imply that although training will come with its own challenges, management must devote the needed resources to add value to their employees, because they are the bedrock of every organization's success.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This final chapter recapitulates the study which set out to explore the influences of T&D on employee performance at CRIG. This study also sought to examine the challenges of T&D, and consequently explore strategies to improve the training situation at CRIG and other such institutions. After analyzing and discussing the results in the preceding chapter, this chapter sums up the entire study, draws the necessary conclusions and makes some recommendations. Some directions for future research on T&D in Ghana are also given at the final part of the chapter.

5.1 General Summary

The study investigated the influence of T&D on employee performance at the Cocoa Research Institute of Ghana. The study was organized into five chapters. The first chapter introduced the study and situated it in the right background. It also covered the problem statement research objectives and questions and significance of the study. Chapter Two (2) reviewed relevant concepts and literature, including training, benefits of training, training process, and the link between training and development and employee performance. The human capital theory was also reviewed to serve as the study's theoretical framework.

The research methodology of the study was presented in chapter three (3), with discussions on the research approach, research design, population, sampling techniques, sources and tools for data collection and data analysis procedures.

Chapter four (4) analysed the findings and interpreted them through existing literature. This last chapter, chapter five (5), recaps the study and makes the necessary conclusions and recommendations.

5.2 Summary of Key Findings

This section provides a summary of the study's major findings along the objectives of the study, thus: T&D programs at CRIG; influences of T&D on performance; challenges of T&D and measures to enhance T&D.

On T&D programmes at CRIG, it was established that the Institute deemed it very crucial, primarily because as a research institution, it is vital to help employees keep abreast with new development in their fields. The institution is mandated to organize training for employee's twice every year and they used both forms of training i.e. on-the-job and off-the-job, depending on availability of employees and resources. Although management tried to provide employees with T&D as stipulated in their HR manual, they have not been able to keep up due to some constraints.

In response to the question of how T&D influences performance, majority of respondents acknowledged the positive impact of T&D on their work performance. T&D was found to influence the performance of CRIG employees in several ways, including providing them with new knowledge and skills; enhancing their confidence, commitment and job satisfaction. It was also found that the training methodologies and content were relevant to employees and helped them achieve improve their productivity.

On the last objective and question of challenges of T&D at the institute, it was found that despite the interest and commitment of management to training and development of employees, CRIG is constrained by several challenges. The key challenges include the inadequacy of funds to organize training frequently, inadequate logistics; the decentralized nature of T&D decisions and programmes. Management's failure to consult with workers and supervisors in training needs assessment training programs left some important works unattended.

5.3 Conclusions

Against the background of the aforementioned findings, the study makes the following conclusions.

Staff training and development is central to employee effectiveness. The importance given to T&D by management and employers determine the steps and measures taken by management to provide T&D programmes and commit resources to sustain it.

T&D results in efficient performance of their job functions. It provides employees with adequate knowledge, skills and attitudes and also reduces pressure on management to closely supervise employees on a daily basis. It enhances self-confidence of employees to take initiative and drives them to perform at optimal levels. It also enhances the quality of work of employees and predisposes them to have more commitment to their jobs to achieve set goals and objectives. Despite the acknowledgement of the numerous benefits and influences of T&D on the performance of CRIG employees, the institution is unable to provide the necessary training for employees because it has several challenges.

The study therefore concludes that inadequate needs assessment and poor involvement of employees and line supervisors in the training diagnosis and planning; inadequate logistics and better facilitators affect the effectiveness of training programs.

The findings are that many of the respondents do not feel that the T&D programs as is being organized currently are adequate and can help them to develop their capabilities. Therefore, T&D at CRIG is not having the effect that is desired by employees.

5.4 Recommendations

On the basis of the findings and conclusions, the study makes the following recommendations.

First and foremost, it is recommended that to improve T&D programs, CRIG should develop a well thought out training program/manual for their employees. There should be a well-structured employee training curriculum comprising a standardized procedure so that regardless of the department, training can be effectively organized with some consistency and precision. This must be revised regularly to make it useful for employees' current needs. The study also recommends that training programs be tailored to the specific needs of departments, tasks or jobs and employees and not generic as was found in the study. This can be achieved by having a scientific, consultative and participatory needs assessment before training. Apart from increasing the commitment and participation of employees, it will ensure that training is relevant and beneficial to employees and achieve the overall objective of improving employee performance.

It is also recommended that employees are involved in planning and executing training programmes to make all employees feel a part of the organization and boost their self-esteem.

Furthermore, there should be frequent and well organized training for employees of CRIG and other such research institutes. Their programs should not only be frequent but also be systematic, well-planned and executed. That is to say, T&D should not be done in a haphazard and ad hoc manner. CRIG should have a logical structure for its T&D activities in the company to enable employees benefit from them and attain organizational goals. Having well-planned training programs will make it relevant to the needs of employees.

Consequent to the finding that financial resources constrains effective training programs at CRIG, the study recommends that, in allocating resources for the running of CRIG, sufficient funds are earmarked in the organizations budget for T&D. If well planned and budgeted for, training programs will not have to cost much as it could utilize the skills and expertise from within the institution.

Overall, organizations should organize frequent training programmes for its staff and provide the necessary logistics for such programmes. In organizing such T&D programmes, management must collaborate with workers not just to get them to come on board and derive the best from training but more importantly to sustain it.

5.5 Contributions of the Study to Public Administration

The findings of this study are relevant for Public Administration. The study has shown that training influences the performance of employees towards the realization of the overall goals

of organizations. Training is also important for public officials to stay on top of issues throughout their career because it exposes them to new ways of doing things. By detailing the influences of T&D in the performance of employees of CRIG, the study points the attention of Public Administration scholars and practitioners to the importance of developing an organizations workforce through training. Hence, the study's importance lies in its demonstration of training as important for the development of organizations' Human Resource as a means of increasing performance. Given that productivity in the public sector has been a major concern for public administration scholars especially in the post NPM era, the study makes it vital for public managers to invest in the T&D of their staff as a way of increasing their productivity.

5.6 Directions for further research

This study investigated T&D in a research institutions against the research gap that such organizations are not focused on, compared to other public institutions. From the findings and analysis, it is recommended that future quantitative studies be carried out to include other research institutions in Ghana. This will not only enhance understanding of the influences of T&D on employees, but also improve the validity of this study's findings.

In addition, future research should focus on how public organizations in Ghana generate resources for their T&D programmes. This is pertinent because as was found in this study, these institutions need huge amounts of money to be able to organize effective T&D programmes for their employees. However, this seems to be taken for granted and incorporated as part of the broad budget without specific allocations to T&D itself. Further studies is therefore needed to understand how such funds can be raised to make T&D meaningful.

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APPENDICES

APPENDIX 1: INTERVIEW PROTOCOL

UNIVERSITY OF GHANA BUSINESS SCHOOL

DEPARTMENT OF PUBLIC ADMINISTRATION AND HEALTH

SERVICES MANAGEMENT

Interview Protocol

This is an interview guide for collecting data on the topic “Training and Development on Employee Performance: A case study of Cocoa Research Institute of Ghana (CRIG)”. Please be assured that any information collected is solely for academic purpose and you are guaranteed the strictest confidentiality.

SECTION A: Employee Background

1. Gender.....
2. Age.....
3. Department:
4. Current Position:
5. Number of years worked for CRIG

SECTION B Training and Development Programs at CRIG

6. Do you have any form of training in this organization/department?
7. How often do you have training, how long does it take, and what form does it take?
8. Do you have different training and development programs for different categories of staff or they are the same for all?
9. What are the methods of facilitation at the training?
10. Do you think training and development programs at CRIG are adequate? Tell me why?
11. As an employee, do the training programs meet your expectations? Why/why not?

12. SECTION C: Training, Development and Performance

13. How do you assess the training and development programmes organized by CRIG?
14. How relevant are the programs received to your work? Please explain in detail
15. How do the training and development programs influence your performance? Please explain in detail?
16. How did your last training impact your job performance?
17. To what extent would you say training and development offered has been valuable?

SECTION D: Training and Employee Development

18. How relevant is training to your personal needs and goals?
19. How has the training and development impacted your self-development?
20. To what extent would you say has training been valuable to your own development?
21. How do managers adequately utilize training and development programs to enhance the performance of your roles?

SECTION E: Challenges of Training & Development, Recommendations

22. Do you find any inadequacies with regard to training and development programs at CRIG?
23. In your own estimation, what challenges confront training and development in this organization?
24. Suggest ways through which training and development programs can be made relevant to the needs of employees and improve their own development?
25. Suggest ways by which training and development can be improved to enhance the overall job performance/productivity of CRIG.